



ONTARIO
DEPARTMENT
OF
EDUCATION

HISTORY

SENIOR DIVISION

CURRICULUM S.9

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ONTARIO

HISTORY

GRADES 11, 12 and 13

SENIOR DIVISION

Replacing Curriculum S.9, 1959

For introduction in Grades 11 and 12 in September
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HISTORY

SENIOR DIVISION

Introduction

The following are suggested as aims in the teaching of the courses outlined for Grades 11, 12 and 13:

1. To give an understanding of the sources and development of European and other civilizations in order that the pupil may not only appreciate our debt to the past but may better comprehend the world in which he now lives.
2. To indicate to the pupil that the crowning achievement in this long evolution of institutions and ideas is to be found in the creation of democracy with its ideals of social equality and of government.
3. To show what an important part England and British institutions have played in this great achievement.
4. To lead the pupil to realize the growing interdependence of nations and peoples in the modern age, and so to appreciate the need of a spirit of tolerance, neighbourliness and co-operation.
5. To encourage the pupil to develop sound thinking and balanced judgment.
6. To broaden the interests and experience of the pupil by bringing to his attention the artistic, scientific, and other cultural achievements of our civilization.

The following suggestions are presented to guide teachers.

On account of the ever-increasing number and complexity of events in the history of recent years, the length of time that can be given to earlier events in man's history must be curtailed. This may represent a loss but it is a loss that must be accepted. A detailed description of the Palace of Cnossus or of the foibles of Louis XIV must give way to the story of United Nations or the problem of Germany since 1945.

Instead of a course in Ancient and Medieval History in Grade 11 and a course in Modern History in Grade 12, a two-year course in World History is prescribed with the division between Part I and Part II at approximately the year 1500. (It is a common practice to allot approximately equal time in Grade 11 to the Ancient and the Medieval History and to aim at completing the former by the end of January). The course in Grade 12 has been lengthened by the addition of a survey of events from 1945 to the present and a treatment of the cultures of India and China, with a view to creating a better understanding of the place that these areas now hold and the influence they are likely to exert in the modern world.

More time should be found for the discussion of the significance of events. This will mean less time for recitation in the sense of repetition by the pupils of facts from the textbook in answer to the questions of the teacher. To decide, therefore, what facts are basic and what facts are thrown in for good measure is a first duty of the teacher and a searching test of his scholarship. The pupil is not free to make this decision: he is forced by circumstances to follow in the main the teacher's choice.

In preparing an outline of the course he proposes to teach, the head of the department or the teacher assigned to senior classes should plan to make effective use of the supplementary reading programme in history.

If research essays are assigned, there should be some instruction in the methods of research. When the material developed in such essays has relevance to the topic of a lesson, it should form part of the class discussion. Moreover, pupils should be trained in the difficult techniques of discussion required for successful participation in seminars.

Lectures, whether by the pupils or the teacher, are perhaps the least rewarding of all classroom procedures, although good story-telling retains its rightful place even at this stage. The scholarship of the teacher may often be employed most effectively in his studied assignment for the succeeding lesson or lessons.

If a teacher wishes to analyse a topic in some detail, setting aside four to six weeks for a thorough investigation by his pupils of all available references and theories, he should plan his year's work accordingly. While all major themes should be studied to provide the continuity necessary for a course in "World History", minor themes and topics would then be assigned for reading or essays.

GRADE 11

WORLD HISTORY — PART I

ANCIENT HISTORY

The Legacy of the Ancient World

Only after man had been on this planet for many millenniums did he leave his cave and begin his long but successful conquest of nature through the use of metals. His invention of the alphabet assured for him the preservation of his experience from generation to generation. Certain river valleys, where mankind first experienced considerable leisure, became cradles of civilization. The most important of these were the valleys of the Nile, the Tigris-Euphrates, the Indus and the Yellow Rivers. Gradually, too, in his religious thinking he attained the conception of one God and to the Hebrew writers the world still turns for the most exalted expression of religious thought.

Though empires came and went, it is to the Greeks that the world is indebted for the first successful experiment in democracy. To them it is also indebted for much of its inspiration in literature, the fine arts, philosophy and the sciences. The Greeks with their sense of beauty, their appreciation of proportion and their love of truth exerted an unparalleled influence on the Roman world and, since the Renaissance, on modern times.

Although the Romans lacked the creative genius of the Greek writers and artists, they appreciated their culture and preserved this rich heritage for subsequent ages. They built a vast empire by uniting a large portion of Europe with other lands bordering on the Mediterranean and to that empire they gave security, a common culture and an enlightened administration. This period is marked by the rise of Christianity, a faith which was destined to permeate the Empire and to build a still greater empire after Rome had fallen. The system of law and justice which Rome developed not only excelled every-

thing that preceded it but remained a valuable legacy for succeeding centuries.

I. The Nations of the Eastern Mediterranean World

A. The threshold of history:

1. Prehistoric man — hunter, shepherd, farmer; the Neolithic Revolution — arts and culture.
2. Ancient trade routes.
3. The continuity of civilization.

B. The dawn of civilization in two great river valleys (c. 4000 B.C. — c. 500 B.C.):

1. The growth of agriculture and of allied arts in the alluvial valley of the Nile and the Tigris-Euphrates.
2. The discovery of the use of metal and the growth of the art of building.
3. The development of government, of writing, of reckoning time, of weights and measures.
4. The expansion of trade by sea and along the "Fertile Crescent", and the growth of cities.
5. The rise of the Persian Empire.
6. The enduring contributions of these Oriental peoples to European civilization: Egyptian architecture and sculpture, Babylonian law codes, Assyrian tile-painting, Chaldean astrology, Persian coinage, Phoenician alphabet, Hebrew monotheism, etc.

C. The dawn of civilization in India and China (c. 4000 B.C.)

1. The valleys of the Indus and the Yellow Rivers.
2. Advances in civilization corresponding to those which are characteristic of the civilizations of the valley of the Nile and the Tigris-Euphrates.
3. Permanence of these civilizations.

II. Greece

A. The Aegean World (c. 3600 B.C. — c. 1000 B.C.):

1. The treasures of Minoan art in the great palace of Cnossus.
2. The expansion of the Cretan empire to the European and Asiatic mainlands.
3. The Homeric Age; the legends of Troy.
4. The settlements of Ionians, Aeolians and Dorians in the Aegean World.

B. Greek ways of living and thinking (c. 1000 B.C. — c. 500 B.C.):

1. The Greek city-state:
physical environment; classes and occupations; ancestor-worship; local political institutions.
2. The Spartan way and the Athenian way — a comparative study of society and government:
state control vs. individual liberty; discipline and force vs. wisdom and art; aristocracy vs. democracy.
3. Overseas expansion in trade and colonization:
motives for expansion; the character of a Greek colony; the location of the chief colonies.
4. Greek ideals:
in religion: the gods of Olympus; the oracle at Delphi; the National Games.
in art: votaries of beauty in literature, architecture and sculpture.

C. The triumph of Greek freedom in the struggle with Persian despotism:

1. The expansion of the Persian Empire to the Aegean.
2. The defence of European Greece; the significance of Marathon, Thermopylae and Salamis.
3. The organization of the Delian Confederacy.

4. The transformation of the League into an empire for Athens.

D. The Golden Age of Athens:

1. The full flowering of her democracy in opportunities for the individual citizen — in the assembly, the law-court, the schools.
2. The glory of the Acropolis — the Parthenon and the Panathenaea.
3. The intellectual awakening — in poetry, in history, in religion, in philosophy, in science and in the drama.

E. The Peloponnesian War — Greek against Greek.

1. Causes: Greek disunity; traditional jealousies; the economic rivalries of the period.
2. The reasons for the failure of Athens, Sparta and Thebes, in turn, to secure hegemony in Greece. (No details of military campaigns).

F. The conquests of Alexander the Great and the Hellenization of the East:

1. The loss of Greek independence.
2. The course of Alexander's triumphs, the collapse of his Empire.
3. The rapid spread of Greek culture in the new Kingdoms of the Eastern Mediterranean.
4. The significant features of Hellenistic culture.

III. Rome

A. The settlement of Italy (c. 2000 B.C. — c. 600 B.C.):

1. The migrations of the Italic peoples into Italy.
2. Their chief characteristics.

B. The reign of law and order in Italy under Rome:

1. Rome under the kings and the early republic:

Rome's geographical position; early Roman legends; class warfare of patricians and plebians; the extension of democracy — power of the tribal assembly; the retention of aristocracy — authority of the senate.

2. The unification of the Italian peninsula:

- a. Roman conquests: land — the basis of Rome's quarrels with her neighbours; extension of Roman authority over the entire peninsula.
- b. Roman administration: roads; colonies; local self-government; collective security.

3. Roman life in the early Republican period: the home-life of Rome's farmer citizens; family religion and state gods; Roman citizenship; the passion for land and indifference to trade and the fine arts; Roman ideals.

C. The spread of Roman power in the Mediterranean world:

1. The wars with Carthage and control of the Western Mediterranean; Roman provincial administration in Sicily, Spain and Northern Africa.
2. The wars with Macedon and control of the Eastern Mediterranean.

D. The decline of Roman morale in public and private life:

1. In Roman politics: growth of the authority of the senate; decline of the assembly.
2. In Roman society: wealth of upper and middle classes and their quest for public offices; ruin of peasant farmer and withdrawal from politics; idle Roman populace and mob violence; the failure of efforts of reformers, such as the Gracchi, Cato the Elder.
3. In provincial administration: unjust taxation — growing unrest on the frontiers of the Empire.

E. The last years of the Republic:

Senate and assembly controlled by military leaders; the careers of Pompey and Caesar; renewal of civil strife and victory of Octavius.

F. The Roman Empire:

1. The Augustan Age: extent and administration of the Empire; the Rome of Augustus; writers; public life; home life.
2. The Empire at its greatest extent; imperial law and emperor worship; defence; public works; gradual growth of Christianity.
3. The Golden Age of the Second Century.
4. The contributions of Diocletian, Constantine and Justinian.

MEDIEVAL HISTORY

I. Transition to the Medieval World

The last centuries of the great Roman peace were marked by a long, slow process of disintegration, during which the problems of control in so extended an empire were increasingly intensified by economic and other internal difficulties. The fall of the Empire was hastened by the barbarian Teutonic invaders who gradually penetrated into, and eventually swarmed over, the western provinces. A period of confusion and uncertainty ensued, which may not inappropriately be designated the 'Dark Ages', a term wrongly applied to the whole medieval era. Yet in the east the Roman Empire remained intact around Constantinople for another thousand years. Here the Greek Orthodox Church and the brilliant Byzantine culture developed through a mingling of Greek, Roman and Oriental influences. Meanwhile the ideal of universalism was preserved in the west through the Roman Catholic Church, which exerted a profound influence in the states emerging from the ruins of the Empire. The Church evolved an elaborate and efficient organization with the Bishop of Rome at the head of

the hierarchy, and, especially through the ideal of asceticism and the institution of monasticism, it opposed at many points the tendencies of a turbulent world. So in matters secular and ecclesiastical, the picture of classic antiquity gradually dissolved into the medieval scene.

A. Causes of the internal decay of the Roman Empire:

1. Political, military and economic causes; over-centralization of government; gradual infiltration of barbarians into the Roman army; inadequacy of frontier defences; breakdown of public finance; restriction of trade, decline of trade, unemployment; the problem of the landed estates, decline of the yeoman class.
2. Collapse of public morale; spirit of hopelessness; political apathy; decline of patriotism; decreasing population and weakening of family; the lowering of faith in traditional religions; new religions — Christianity and the emphasis on other-worldliness.

B. The disintegration of the Roman Empire:

1. The barbarian invasions:
 - a. The barbarian peoples; Teutons and Huns.
 - b. Germanic infiltration: as slaves; as soldiers.
 - c. Overwhelming of the Roman defences: withdrawal from Britain—invasions of Jutes, Angles, Saxons; breaking of the Danube frontier — invasions of Visigoths, Ostrogoths, and Huns; devastation of Spain and North Africa by the Vandals; collapse of the Rhine frontier — invasions of the Franks.
 - d. Period of chaos.
2. The survival of the Roman Empire in the East:
 - a. Centre of Hellenistic civilization; preservation of the classical tradition.
 - b. Development of the Greek Orthodox church.

- c. Byzantine culture: architecture; paintings; mosaics, influences on western Europe, on the Slavic peoples.

C. Development of the Roman Church in the West:

1. The Papacy and the idea of a universal church.
2. Monasticism.
3. Growth and organization of the Church.

II. The Medieval World (c. 600 to c. 1300)

The people of Western Europe in the early Middle Ages found life hard and puzzling. Old, familiar ways of living were lost; treasured customs and cherished institutions disappeared. As the once mighty Roman Empire fell apart, life became uncertain and dangerous and in desperation men sought protection from anyone who could provide it. So there developed the feudal way of living, in which people clustered in small isolated villages under the protection of land-holding nobles and their castles. Many men sought solace in religion and refuge in the monasteries which grew rapidly in number. Feudalism because of its origin and nature could scarcely give Western Europe any real sense of unity. It was indeed marked by such wide variations in practice that it can scarcely be called a system. The two institutions which did give a semblance of unity to the medieval world were the Holy Roman Empire and the Church, and of these the Church was the more important. The revival of the "universal" empire of earlier centuries in a Christian form was an ideal which appealed to the imagination, but it could never be fully realized. The Church proved to be the most pervasive and powerful influence in medieval life. It touched every activity, but in particular it was the guardian of religious and cultural interests. Gradually, over a period of several centuries, peace, order, and a measure of security returned to Western Europe, and distinctive ways of living and thinking — a medieval civilization — emerged. In its trade and growing industry, its town life, its universities, its art and architecture, its great institutions, its feudal organization, and in powerful movements like

monasticism and the crusades we can see the manifestation of this new culture — the first culture truly European.

A. The struggle for reconstruction of society and government:

1. Feudalism as a solution of the problems of the age:
 - a. Roman and German origins.
 - b. Rise of local political and social control — lord and vassal; importance of land-holding, courts and common law.
2. Restoration of the Empire in the West under Charlemagne.
3. The Holy Roman Empire:
The medieval concept of universal empire.
4. The rise and spread of Islam: Mohammed and his beliefs; reasons for the success of Islam; extent of the Islamic world; Islamic culture and its influence on Europe through Spain and Sicily.

B. Medieval civilization at its height (12th and 13th centuries):

1. The Church:
 - a. The key institution of the middle ages.
 - b. The papacy at the zenith of its power under Innocent III; relations with the Empire, France and England.
 - c. Influence in the economic realm; extent of its land; relations to feudalism; attitude to commerce and industry in the new towns.
 - d. Church courts and canon law.
 - e. New monastic establishments — the friars.
 - f. Domination of medieval culture: the ideal of other-worldliness; St. Thomas Aquinas and scholasticism; the evolution of medieval archi-

itecture from Romanesque to Gothic style—the attendant arts: rise of the universities; attitude toward science — Roger Bacon.

2. The Crusades: causes; outstanding incidents; effects on Western Europe.
3. The rise of the towns.
 - a. The revival of trade and the origins of medieval towns; the opening of trade routes in Europe and to the East; the development of markets and fairs; greater use of coin; development of industry and mining.
 - b. Political organization: charters and privileges.
 - c. Economic organization: merchant and craft guilds; the artisan; leagues of trading towns — Hanseatic League; appearance of banking and credit institutions.
 - d. Rise of the bourgeoisie; a new outlook on life.

III. The Transition to Modern Times (14th, 15th centuries) — the period of the Renaissance

During the fourteenth and fifteenth centuries there appeared evidence of new tendencies and far-reaching changes in the medieval world. Rural life with its manorial organization became less important in relation to wealthy and powerful towns and cities, especially in areas like Northern Italy and the Netherlands. The Holy Roman Empire grew more and more enfeebled. The papacy fell upon evil days of captivity and schism, recovered for a moment at the height of the Renaissance in Italy, and then was met by the demands for reform which culminated in the sixteenth century. New states, based upon the ideas of strong monarchy, centralized government, and national unity, rose to challenge feudal noble, emperor, and pope alike. Of these states England is perhaps the best example. Nationalism, one of the most potent forces in the modern world, made its appearance.

Even more important than new political concepts were the new views of life which are associated with the

term humanism. Humanism emphasized the interests and values of this world as opposed to the spirit of other-worldiness which had been emphasized in medieval culture. The new views were closely associated with the rise of trade and the development of cities. Proponents of them found support for their ideas in the Graeco-Roman writers, and a revival of classical learning resulted. Curiosity and interest in the world propelled men into exploration in all fields. Inventions like printing began to shake the foundations of the older civilization, and in the realm of the arts an unparalleled revolution took place. Knowledge of the world was revolutionized by eager explorers who revealed hitherto unknown lands, smashed the Italo-Arab monopoly of trade with the Orient, shifted the centre of the world commerce to the Atlantic states, and brought the beginnings of empire building.

A. The decline of feudalism:

1. Growth of larger political units.
2. Decline of the manor: declining serfdom; Black Death and peasants' revolts.

B. Empire and papacy:

1. The position of the Holy Roman Empire under the Hapsburgs.
2. The papacy; the decline of religious feeling and the movement for reform.
3. Collapse of the Byzantine empire and rise of the Ottoman empire.

C. The beginnings of the modern world:

1. The rise of the nation states:
 - a. England: emergence of strong centralized monarchy; Henry II and the common law; rise of parliament.
 - b. Strong monarchy in France: national armies and new weapons; the Hundred Years' War.

2. Humanism and the European Renaissance:

- a. The new outlook on life.
 - b. Reasons for the early triumph of the new views in Italy.
 - c. Enthusiasm for classical learning; humanism finds justification for its attitude in the Graeco-Roman writers.
 - d. Embodiment of the new views in the development of the fine arts; painting, sculpture and architecture; patronage of secular rulers and popes.
 - e. The inventions: printing; aids to navigation.
- ## 3. The beginnings of exploration: Portuguese discoveries; the breaking of the Italo-Arab trade monopoly; Columbus reaches America.

D. The religious upheaval:

1. Erasmus.
2. Luther and Calvin.
3. The English breach with Rome.
4. The Catholic reformation.

GRADE 12

WORLD HISTORY — PART II

MODERN HISTORY

I. The Modern World from 1500 to 1763

The Renaissance with the rise of a humanistic and mundane outlook on life, with the increasing importance of the middle class, with all the tremendous changes in commercial, economic and political life was followed during the first quarter of the sixteenth century by a widespread and intense religious upheaval which in itself constituted one of the most important of all the breaks with the European world of the Middle Ages.

By the seventeenth century national monarchies, with strong tendencies toward absolutism, were firmly established in nearly all parts of Western Europe, and reached their most brilliant expression in the court of Louis XIV. National states were appearing in eastern Europe also, as can be seen in Russia and Prussia. In England, however, absolute monarchy faced a serious challenge in the Puritan revolution, and by the end of the seventeenth century it was forced to limit its claims and to bow to the will of parliament and the people. A struggle for balance of power among the national states became unavoidable, and into this struggle there entered the rivalries which developed from expansion overseas. Spain, Portugal, Holland, France and England all strove for mastery of the seas, for new territories, and for the domination of world trade. Ultimately a strong British Empire emerged.

During this period when absolute monarchies were becoming established on the continent of Europe and a limited monarchy was evolving in England, when expansion overseas was leading to international rivalries and the growth of empires, science, the latest-born child of humanism, was growing in importance. Knowledge was acquired in previously unexplored fields, startling

discoveries were made, and there began to appear clearly the modern idea of progress and the possibility of advancement through the application of the scientific method.

A. Absolute and limited monarchy:

1. Transition in England from Tudor and Stuart despotism to the limited monarchy of the Hanoverians.
2. Louis XIV.
3. Frederick the Great.
4. Peter the Great.

B. Commercial and colonial rivalry:

1. Emergence of French and English empires.
2. World-wide Anglo-French conflict, 1667 to 1763.

C. Science, rationalism and the belief in progress:

1. The scientific method and the rise of science: Bacon, Descartes, Newton.
2. John Locke.
3. Voltaire, Rousseau.

II. The World from 1763 to 1850

The Rise of Political Democracy and Nationalism to 1850.

The signing of the treaties ending the Seven Years' War brought to a halt nearly a century of conflict that had racked the world. From this struggle Britain emerged the greatest of colonial powers and mistress of the seas. Prussia found herself the most powerful state on the continent and settled down to enjoy the advantages springing from the achievements of Frederick the Great. France, humbled in prestige shattered in finances and power, was threatened by growing revolutionary unrest among her own people. For a moment she found satis-

faction and revenge for her colonial losses in helping the Americans wrest their independence from Britain. The United States was born, a new nation dedicated to democracy and with the promise of becoming a great power.

To the British Empire this loss was a blow which caused many men to question the whole pattern of the imperial government.

In France opposition to the old regime grew until it overwhelmed the country. The whole French structure, political, social and economic, crumbled and fell. Men tried to build anew, but dangerous forces had been loosed in the destruction and a reign of terror prevailed. Finally, when days of exhaustion had arrived, Napoleon Bonaparte appeared and welded, from the ruins of the old regime and the experiments of the revolution, a strong, new France. But the price of his leadership was war. His military success dazzled the French nation. However, his victorious armies sowed the seeds of revolution wherever they marched. Rising nationalism and the unceasing opposition of England were two of the most important factors in causing his downfall.

To the victors the settlement of the problem was clear; Europe must return to pre-revolutionary days and be kept there as long as possible. Count Metternich undertook the task and for more than thirty years worked steadily at it. But it was an impossible undertaking. The seeds of revolution had been too widely sown. Great economic changes added their unsettling influences — new inventions, free trade, laissez faire policies, the development of railways and steamships. Under the impetus of these changes, Britain created a new empire, defied Metternich, and encouraged the United States to defend America from the reactionaries by the proclamation of the Monroe Doctrine. The middle class, rising to power in the new economic world, challenged social privilege and political reaction. Patriotism, liberalism and nationalism, outgrowths of the revolution, developed in almost every country. Latin America became free, democracy was extended under the Jacksonian administration, and responsible government was won in Canada. Even the old ways in literature, paint-

ing and music were attacked by the romanticists. By 1848 the advancing forces were too strong for Count Metternich. His fall marked the end of the old regime.

A. The era of the French Revolution:

1. The old regime in France.
2. The French Revolution:
 - a. The National Assembly.
 - b. The First Republic.
3. Napoleon:
 - a. His rise to power to 1804.
 - b. His reforms.
 - c. British sea power.
 - d. The zenith of his power (map study).
 - e. The Continental System.
 - f. His overthrow.

B. The rise of liberalism and nationalism to 1850:

1. Great Britain:
 - a. The new industrialism.
 - b. Free trade.
 - c. Social and parliamentary reform.
2. Continental Europe:
 - a. Metternich and reaction.
 - b. The outcome of the clash of liberal and reactionary policies.

III. The World from 1850 to 1919

A decisive victory for the liberal forces had been won in the continent-wide disturbance from 1848 to 1850, but the finality of this decision was obscured for some time

by the rallying of the forces of reaction in France under Napoleon III, in Central Europe under the Hapsburgs, and in Russia under the Czar. It was, nevertheless, an age of hope. Italians and Germans rose from defeat to create unified nations, the one under the astute, democratic Cavour, the other under the iron-fisted, aristocratic Bismarck. In the wars which these triumphs involved, the Second Empire went down to ruin, but from its wreck arose a democratic Third Republic which lasted until 1940. Parliamentary government spread to many countries and with it many liberal and democratic reforms. The economic conditions which had given Britain its vast wealth and power were reproduced abroad and achieved similar results in other lands. The desire for better living conditions was marked by the growth of socialism and of organized labour. Science, continuing its phenomenal discoveries, gave to man a still greater mastery of nature. Many people began to have visions of a world without war, and a strong peace movement appeared.

But certain developments augured ill for the future. Democracy found no real foothold in Germany and was misunderstood in Italy. Economic revolution brought in its wake social problems. The industrialized nations became rivals in a struggle for world markets and colonies which grew more bitter every year. Equally disturbing were the clashing ambitions of Hapsburg, Romanov and Hohenzollern. The Balkans, the centre of this conflict, where rising nationalism endangered the existence of both the Austrian and the Ottoman Empires, became the breeding place of wars. Europe became an armed camp, divided into great alliances. Friction between these alliances became more and more intense until in 1914 the world was plunged into the horrors of the First World War.

A. The changes in industry and communication from the middle of the nineteenth century to the First World War:

1. Increasing industrialization of England and other countries.

2. Improvement in methods of world transportation and communication.
3. Problems arising from industrialization: trade unionism.

B. The spread of liberalism and nationalism to 1914:

1. Great Britain: extension of the franchise to date; parliamentary reform; education; labour in politics.
2. Continental Europe:
 - a. The unification of Italy and of Germany.
 - b. The Third Republic in France.
 - c. The Russia of the Czars.

C. The First World War, 1914-1918:

1. Causes: the conflicting interests of the great empires in Asia, Africa and the Balkans (map study); the Triple Alliance, the Triple Entente and the Sarajevo episode.
2. Some important aspects: Britain's sea power and the contribution of the Empire; deadlock on the western front; collapse on the eastern front — the Bolshevik revolution; the entry of the United States and other nations; the destruction of the Ottoman Empire in the Near East; collapse of the central powers — revolutions.
3. The Treaty of Versailles; the League of Nations; the economic terms; the territorial changes, including those in the other treaties (map study).

IV. The World from 1919 to 1945

The First World War greatly intensified the development of nationalism by the formation of new nations and by the creation of conditions that made possible the rise of such extreme national movements as Fascism and Naziism. The war also created serious economic problems, the solution of which was greatly retarded by

excessive nationalism; these problems were responsible in large measure for bringing about the great depression. The Russian Empire collapsed in the war and emerged through revolution as the Soviet State with its challenge of communism to world society. The policies of Germany and of Italy proved disruptive to the established order; and the hopes for lasting peace embodied in the League of Nations were disappointed. Democracy and liberalism have been forced to defend their ideas and their society. This is the challenge of our age.

A. Experiments in internationalism:

1. League of Nations and the World Court.
2. The British Commonwealth of Nations.

B. The Americas since 1914:

1. The Good Neighbour Policy and Pan-Americanism.
2. Canadian-American relations.

C. Recent economic and social trends:

1. Significant developments: power, transportation and communication; industry.
2. Problems.

D. Totalitarian Experiments:

1. In Turkey under Mustafa Kemal.
2. In Japan.
3. In Russia under Lenin and Stalin.
4. In Italy under Mussolini.
5. In Germany under Hitler.

E. Developments in China.

F. Immediate causes and events of the Second World War.

V. The World Since 1945

The years which have followed the unconditional surrender of Germany, Italy and Japan have been filled with the confusion and distress that must inevitably result from a war of such unprecedented violence, savagery, and destruction. The appalling impoverishment of vast areas of the world, the eclipse of Europe as a centre of culture and world-wide influence, the release of atomic energy, the violent clash of ideologies, the fear of stalemate in the drawing up of treaties for defeated enemies, these and many other factors have fostered a sense of frustration and confusion.

But, on the other hand, these years have witnessed the organization of the United Nations. To it at San Francisco was assigned the herculean task of maintaining the peace and general welfare of the world but at a time when a stable peace had not yet been achieved. It is imperative that pupils should become familiar with the operation of the agencies of this body and examine and assess its efforts. They should recognize that this is an age calling for restraint and patience on the one hand and conviction and effort on the other. They should feel their personal responsibility in helping humanity in its efforts to prevent the annihilation of civilization by finding a *modus vivendi* through such an organization as the United Nations. They should see that the democratic way of life calls for the highest qualities of mind and heart and that to the extent the United Nations recognizes the legitimate claims of both the individual and the state it challenges the loyalty and service of our age.

No greater responsibility rests on the teacher than to guide his pupils through this period with judgment and understanding.

A. The Atomic Age.

B. The United Nations:

1. Origin; purpose; organization.
2. Break-up of the war-time coalition.
3. Non-political achievements.

4. Its role in maintaining peace.
- C. Changes in Asia and Africa:
1. Rise of nationalism: Indonesia, Burma, Israel, Egypt, the new African states.
 2. New members of the Commonwealth.
 3. India and China: review of ancient cultures, new importance in world affairs.
- D. Democracy vs. Communism:
1. The "cold war".
 2. The problem of peace treaties: Germany, Austria, Japan.
 3. Europe and the Marshall Plan.
 4. North Atlantic Treaty Organization.
 5. The challenge of Korea.
 6. The armament race: control of atomic energy.
 7. The new role of the United States in world affairs and the modified position of the United Kingdom.
 8. South America today: the Organization of American States.
 9. Russia and China: the struggle with "the West" for world mastery.
 10. International trade and world markets: Europe, Britain and her special problems, Asia, the Pacific trade area, Africa, South America — interplay of politics and economics.
- E. Democracy, our way of thought and life:
1. The meaning of democracy.
 2. Solving social and economic problems through discussion and legislation.
 3. Difficulties in the democratic method.
 4. Duties and responsibilities of its citizens.

GRADE 13

CANADA AND THE MODERN WORLD

Introduction

The course in Grade 13 is planned to be the culmination of five years' study of history in the secondary schools. With the historical background which has been gained in Grades 9 to 12, and by reason of greater maturity, students are in a position to grasp the importance of problems of their own day and to acquire judgment and skill in discussing them. The responsibilities of Canadian citizens grow in size and complexity as Canada becomes more deeply involved in world affairs. Ability to investigate and ponder national and international issues is a development that should be progressive throughout the course. To read widely and independently, to arrive at conclusions and examine them in the light of classroom discussion and debate, to experience a growing awareness of Canada's place in the modern world and his own place in Canada, these are the methods of study and the rewards for the student which outweigh the benefits that spring from a command of factual information only, and they constitute aims which the teacher should consciously seek to achieve. These aims are most likely to be achieved in those schools in which the pupils make constant use of a well selected library of historical books.

It should be remembered that clear historical thinking about the basic problems and ideas of the course depends upon a careful definition of abstract terms such as capitalism, democracy, liberalism.

Part One

COLONIAL BEGINNINGS IN NORTH AMERICA

I. The British and French Empires in North America

Nature of the British Empire in America: society and government; economic activity; control of colonial trade.

The French Empire: location and population; church and state; staple trades of New France (fish and furs). Economic conflict in North America: the fall of New France.

II. The American Revolution

The background to revolt, 1763-74, social, economic and political; immediate causes of the Revolution; the Declaration of Independence; the alliance with France; the Treaty of 1783.

III. The Survival of British North America

Quebec under British rule; the Quebec Act; the British North American colonies and the Revolution; the Loyalist migrations; the Constitutional Act, 1791; the border settlement to Jay's Treaty, 1796.

It is suggested that Part One be treated extensively. It will form the basis for a series of introductory lessons with reading assignments and discussions.

Part Two

THE UNITED STATES OF AMERICA

I. The New Nation Takes Form, 1783-1850

A. Establishing the Constitution:

The aftermath of the Revolution; the movement for a new constitution; the Philadelphia convention; the Constitution: the division of powers; the government of the United States; the approval of the Constitution.

B. The Early Years of the United States:

Washington's administration; Jeffersonian democracy; the Louisiana Purchase; foreign entanglements and the Napoleonic Wars; the War of 1812; J. Marshall and the Supreme Court; the Monroe Doctrine.

C. Democracy and Expansion:

Emergence of political parties; Jacksonian democracy; Andrew Jackson as president; the nullifi-

cation crisis; economic growth; transportation; "manifest destiny"; territorial expansion: Texas, Oregon, The Mexican War.

II. The Testing of the Union, 1850-77

A. Sectional Conflict:

Territorial expansion and slavery; the Compromise of 1850; the separate South; the causes of the Civil War; the opposing sides; the campaigns of the war; the war and slavery; relations with Great Britain and British North America during the Civil War.

B. The Results of the Civil War:

Reconstruction in the South; the restoration of white supremacy; the end of "states' rights"; the triumph of northern capitalism; the settlement with Great Britain: the Treaty of Washington.

III. National Maturity, 1865-1918

A. Economic Advance after the Civil War:

Population and immigration; industrial growth; the expansion of railways; the consolidation of business; the labour movement; agriculture; the Far West.

B. The Movement for Reform:

The politics of the "gilded age"; the need for reform; the protest of the farmers and workers; the Progressive movement; T. Roosevelt; Wilson and the New Freedom.

C. The United States Becomes a World Power:

The Pan-American movement; the war with Spain; the building of the Panama Canal; Latin American policy; relations with Canada; the United States in the Pacific; the United States and the First World War.

IV. America in the Twentieth Century

A. The United States Between the Wars:

The rejection of Wilson; the return to isolation; prosperity and normalcy; the Great Depression; Roose-

velt and the "New Deal"; the "Good Neighbour" policy.

B. The United States and the Second World War:

The challenge of the fascist states; the war with Japan, Germany and Italy; war-time diplomacy and the post-war settlements.

C. The Challenge of Western Leadership:

The United States and the United Nations; the United States and the new nations of Asia and Africa; the "cold war"; the Korean War; relations with Canada; political trends in the United States since 1945; the position of the negro; the expansion of the American economy; organized labour.

D. American Culture:

American education; American literature; the arts in the United States; the popular press; the arts of mass communication; urbanization.

Part Three

CANADA

I. Local Self-Government Within the Empire, 1796-1854

A. British North America in 1820:

The Maritime colonies, the Canadas and the West in 1820: government and economic life; the settlement of Upper Canada; the War of 1812.

B. The Coming of Free Trade:

Industrial changes in Great Britain; the decline of mercantilism and the rise of free trade; the end of the Corn Laws and the Navigation Laws; economic distress in British North America.

C. Responsible Government:

Political unrest in the Canadas; Lord Durham's Report; the Act of Union; responsible government in Nova Scotia and Canada; Canadian fiscal autonomy.

II. Confederation, 1854-73

A. The Movement for Confederation:

Railway expansion; the problem of the West, the

Civil War and defence; the Reciprocity Treaty and intercolonial trade; political deadlock in Canada; the achievement of federal union.

B. The Structure of the New Dominion:

The British North America Act: the federal principle; the government of Canada; comparison with the American government.

C. The First Dominion Government:

J. A. Macdonald's view of the Canadian union; the Treaty of Washington; the Riel Rebellion; the admission of Manitoba, British Columbia and Prince Edward Island; the "Pacific scandal".

III. Building a New Nation 1873-1914

A. The National Policy to 1885:

Mackenzie and the Liberals; the return of Macdonald; the building of the Canadian Pacific Railway; the "National Policy"; western settlement.

B. Sectionalism, 1885-96:

The great depression and the failure of the national policies; the Saskatchewan rebellion, 1885; regional discontent: Mowat in Ontario, Mercier in Quebec; 1887: the year of crisis; the Manitoba Schools dispute; the fall of the Conservatives.

C. Laurier Liberalism, 1896-1905:

Laurier and his administration; the return of prosperity; immigration and the settlement of the West; minority rights in the North-West; the creation of Alberta and Saskatchewan; the Colonial Conferences; the South African War; the Alaska Boundary award.

D. Laurier and Borden, 1905-14:

The building of the transcontinental railways; the Navy issue; reciprocity; the crucial election of 1911; the Borden government; Regulation 17 and the Ontario school dispute; Borden and imperial defence.

IV. Canada in the Twentieth Century

A. The First World War:

Canada in the First World War; the conscription

crisis; the separate Canadian Command; Borden and the Imperial War Cabinet; Canada at Paris; the war and the Canadian economy; financing the war; railway reorganization: the formation of the C.N.R.; the economic and social results of the war; the suffrage for women; the prohibition movement.

B. The Development of Dominion Status, 1919-31:

The Washington Conference; Chanak; the constitutional position of Canada in 1923; King and the constitutional crisis of 1926; the Imperial Conference of 1926; the Statute of Westminster.

C. Problems of Prosperity and Depression:

New political movements: the United Farmers, the Progressive Party, C.C.F., Social Credit, Union Nationale; strains in federal-provincial relations; the Rowell-Sirois Report.

D. Canada: A Middle Power:

The menace of the aggressors; the Second World War; Canada and international organization; the changing Commonwealth; relations with the United States; the "cold war"; the defence of Canada; relationship to the Pan-American Union and to the U.N.

E. Modern Canada:

Economic growth since 1939; the changing nature of Canadian industry and foreign trade; foreign investment in Canada; international trade unions; the role of the labour movement in the Canadian economy; immigration and its effects; urbanization; Quebec after the Second World War; federal-provincial relations since 1942; King, St. Laurent, and Diefenbaker.

F. Canadian Culture:

Education; literature; the arts in Canada; mass communications and national unity.

